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School Culture Typology and Leadership in Ateneo De Iloilo

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ABSTRACT

This descriptive study aims to determine the school culture typology and school leadership category of a Jesuit school, Ateneo de Iloilo. Using stratified random sampling, 76 teachers were asked to fill out two standardized instruments of the ASCD, namely: (a) School Culture Typology (SCT) worksheet and (b) School Culture Survey (SCS) sheet. Analysis of data was done using central tendencies and standard deviation. The SCT survey showed that the most dominant typology in Ateneo is the “collaborative” type of school culture. However, it also has a secondary blend of “contrived collegiality” and “comfortable collaboration.” “Collaborative” culture is found to be prevailing in the following areas: “decision making,” “openness,” “communication,” “socialization,” and “organizational history.” But results also showed that the school needs to further improve on areas of “trust” among teachers and “parent relations.” Meanwhile, the SCS survey revealed that the teachers “strongly agree” in the high level of “professional development” and “unity of purpose” in school. However, it was also found that teachers still need to develop more their “trust to each other” and to be more “open in discussing disagreements over instructional practices.” The administration must also be more aggressive in structurally giving space, reward, and recognition to curricular innovators. It is hereby recommended that the results of this study must cascade down to the teachers through school summits, institutional meetings, and PLCs for affirmation, dialogue, and reflection. Similar study may also be made with the other stakeholders of the school for triangulation.

INTRODUCTION

The Association for Supervision and Curriculum Development (ASCD) strongly encourages schools to have an outstanding culture that resonates its vision, mission, and goals. Scores of books on school leadership, like the St. Ignatius-inspired Heroic Leadership (Lowney, 2003), affirm this educational principle that even the Department of Education (DepEd) had to structurally respond by establishing the National Educators Academy of the Philippines (NEAP) to train administrative culture bearers of educational excellence.

In the same note, Ateneo de Iloilo-Santa Maria Catholic School—a Jesuit, Chinese-Filipino educational institution in Western Visayas, Philippines—believes that a strong, positive, and communal “way of life” must be distinct, explicit, and apparent in schools not just in its manuals or posters, but more importantly in its structures, people, and “ways of proceeding.” In effect, it must be imbibed by all stakeholders—most especially teachers—with a conscious sense of school leadership so much so that it shapes everyone’s disposition academically, professionally, socially, emotionally, and even spiritually. Thus, this study was conceptualized.

LITERATURE REVIEW

School Culture

For Edgar Schein (1992) of the Massachusetts Institute of Technology (MIT) Sloan School of Management, school culture is a relatively stable pattern of organizational behavior that lies outside the immediate awareness of the organization’s members and reflects the shared

behavioral, emotional, and cognitive learning the group has undergone over time. As an organization evolves, the behaviors of the organization develop a consistent pattern based upon its shared assumptions. Schein believes that espoused values, group norms, habits of thinking and acting, and personnel behavior, are among the more readily understood elements that represent the organization’s culture.

For his part, educational expert Ron Ritchhart, author of the book *Creating Cultures of Thinking: The 8 Forces We Must Master to Fully Transform the School* (2015), affirms the importance of having a strong and positive school culture, especially in the area of creating “cultures of learning.” He builds the case for “enculturation” as the key to deep learning and the development of the habits of the mind and dispositions needed in a changing world. He advocates that way of school life that “enables teachers and administrators—as well as anyone interested in fostering group learning—to understand and shape powerful and efficient communities. “Let us build dynamic learning communities that engage students, promote deep understanding, and sustain a lifetime of inquiry,” Ritchhart suggested.

In a national seminar for administrators sponsored by Phoenix Publishing House in November, 2015, and followed up in September, 2016, leading school leadership expert Dr. Cynthia Arcadio opined that a school with an outstanding culture begets outstanding students and teachers. “And it requires an outstanding leadership to start with.” Dr. Arcadio, who is also a senior accreditor of the Philippine Accrediting Association of Schools,

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Colleges, and Universities (PAASCU), further advocated that in order to achieve this, schools must have: unified vision, collaborative decisions, guaranteed curriculum, true collaboration, rigorous instruction, data-driven analyses, caring attitudes, responsive leaders, ongoing support, and fierce resolve.

American school leadership expert Jerry Valentine (2006), citing different research studies, agrees with Dr. Arcadio, highlighting further that schools must put at premium its teachers in this respect since their roles are vital in the formation of a school culture, good or otherwise. In fact, he said a school with an effective learning culture:

Maintains the image of a “professional community,” similar to the fields of law or medicine. Teachers pursue a clear, shared purpose, engage in collaborative activity, and accept a collective responsibility for student learning (Newman & Wehlage, 1995);

Has a clear mission. Teachers value the interchange of ideas with colleagues. Strong values exist that support a safe and secure environment. There are high expectations of everyone, including teachers. There is strong, not rigid, leadership (Deal & Peterson, 1990);

Encourages teachers to work collaboratively with each other and with the administration to teach students so they can learn more with ease (Fullan, 1993); and Is a place where both teachers and students learn (Rosenholtz, 1989).

School Leadership

By extension, Valentine linked the positive correlation between school culture and school leadership. He said that the school leader is also very instrumental in shaping the school’s culture and leading reform and the presence and sustainability of reform is highly associated with the school’s culture.

“In essence, the principal [and the associate principals and mid-level administrators by extension] is probably the most essential element in a highly successful school. The principal is necessary to set change into motion, to establish the culture of change and a learning organization, and to provide the support and energy to maintain the change over time until it becomes a way of life in the school. Over time, the principal’s leadership will shape the school, positively or negatively. Without high-quality leadership, high-quality schools cannot exist.” (Valentine *et al.*, 2004)

Corroborated by Marzano *et al.* (2005), as cited by Valentine (2006), the close link among school culture, leadership, and student achievement was described further. They stated: “Fostering school culture that indirectly affects student achievement is a strong theme within the literature on principal leadership.”

From their comprehensive meta-analysis of empirical studies of leadership and student achievement, they described the following key leadership behaviors: (a) promote cohesion and sense of well-being among all staff; (b) develop an understanding of purpose among all personnel, and (c) develop a shared vision of what school

should be like. They concluded that each of these leader behaviors directly related to school culture and school culture related to student achievement.

In another comprehensive synthesis of the leadership literature associated with student achievement, Cotton (2002) described 26 principal behaviors that contributed to student achievement. The behaviors fell into five categories, one of which was characterized as school culture.

It is evident that from these two comprehensive studies of the literature (Marzano *et al.*, 2005, and Cotton, 2002) that educational leadership influences school culture and school culture influences student achievement.

Therefore, school leaders, both formal and informal, help shape the nature of school culture (Leithwood, 2005, as cited by Valentine, 2006) and thus the nature of school improvement. Leadership and school culture go hand in hand, in both the development and the sustainability of school reform.

No less than Dr. Roland Barth (2002), the founder of the Harvard School of Education, says it more succinctly. “When we come to believe that our schools should be providing a culture that creates and sustains a community of student and adult learning—that this is the trellis [backbone] of our profession—then we will organize our schools, classrooms, and learning experiences differently. Show me a school where instructional leaders constantly examine the school’s culture and work to transform it into one hospitable to sustained human learning, and I’ll show you students who do just fine on those standardized tests.” This perception was also corroborated by about 70 school administrations from all the Visayas regions who gathered in the School Leadership seminar sponsored by Phoenix in SEDA Hotel in Iloilo last November 23, 2015. Collectively, the group strongly confirmed the value of having a strong school culture that is backed up and predicated by a strong school leadership.

With all these in mind, it seems that all school leaders—here and abroad—agree with these educational viewpoints and that they want this sense of strong school culture to be achieved. Many experts on curriculum, human psychology, educational management, and even business administration apparently agree that the road to success is to have an excellent school culture, and that both the teachers and school administrators play a vital role in this dynamics.

The Ateneo Context

In the case of Ateneo de Iloilo-Santa Maria Catholic School, having a school culture seems to be a given as explicitly stated in the school instruction bible, the Ignatian Pedagogical Paradigm—A Practical Approach. It proposes a “way of proceeding” that is unique to Jesuit schools. It also instills an Ignatian language that spells *magis* (more), *cura personalis* (care for others), *non multum sed multa* (not many things but much), *tantum quantum* (in so far as it leads you to the Truth) and *ad majorem Dei gloriam* (for the greater glory of God)—

that every Atenean young and old, teacher or student, must live by like a code in a secret society.

The 30-year-old Characteristics of Jesuit Education (CJE) document likewise reinforces this “Ateneo culture” principle. For one, it somehow alludes that the way Jesuit schools must be run must anchor on how the 450-year-old, “tested-and-proven” Order of the Society of Jesus is run. According to Lowney (2003), this includes attention to details, constant practice of self-awareness, allergy to mediocrity, discipline to the process of reflection, space for ingenuity, sense of community, purpose-driven processes, premium for institutional identity and “heroic” way of proceeding.

Ideally, Ateneo education promotes collaboration among its leaders and teachers. It also encourages collegial support, learning partnership, professional development, and unity of purpose.

The Ateneo ‘Dilemma’

Because of its Ateneo-Jesuit culture or brand, and probably highlighted by its products (students and alumni) and new physical structures, many brazenly think that the school, with its faculty in the frontline, is already “better than others” or assumed to be “among the best.” Some may tenuously presuppose that its “school culture” is as strong as it shouts “One Big Fight” whenever there is a sports competition, or as it robotically answers “Person for Others” when asked about its societal responsibility. Others in the local teaching world (and even coming from some parents) may even exaggerate in saying that their impressions to the teachers of Ateneo include being “highly professional,” “intellectual,” “collective,” and “solid” in their ways of doing things inside or outside the classroom.

Such technically unsubstantiated “givens” as to the school culture, the investigators believe, might either be bordering on “hubris” or “misconception.” Hence, it needs to be put on check as it might dangerously mislead the school to rest on its laurels that may possibly be founded on a soft ground. Because of the lack of backed up study, there is this hesitant perception to the so-called Ateneo culture in the school administrative realm. There might be an over-calculation or miscalculation in the general assessment of what the school culture and leadership really is, due to a biased, “blue-stained” pair of lens used by its stakeholders.

Furthermore, with the understanding of the importance of school culture and the meaning of school culture, the need to once-and-for-all measure Ateneo’s is vital. The school, to note, has not yet comprehensively evaluated its school culture and leadership since its foundation in 1958. What makes it dicey is the fact the Ateneo brand has been there for so long that it has apparently preceded any objective and scientific assessment of what it really meant as: “A Jesuit, Catholic, Chinese-Filipino Educational Institution in Western Visayas. A community committed to forming leaders who pursue excellence that is ignited by love and service.”

Meanwhile, the number of teaching personnel in school has ballooned for the past six years right after its expansion in terms of enrollment and learning space. From just less than 53, the plantilla is now 99 (43 in GS and 56 in HS) paid teaching faculty. The increase in the number of teachers apparently has taken its toll in terms of passing on the “culture” of the school to the younger ones. The stretching of personnel has also caused relational and transactional distance between and among teachers, supervisors, and administrators. And so, the dynamics of arriving at decisions or dissemination of information—or of passing on the “school culture”—may not anymore be that efficient, affecting the relational, managerial, formative, and administrative dynamics in school.

Henceforth, the researchers proposed to answer the following essential questions:

What is the school culture typology of Ateneo de Iloilo-SMCS?

What school leadership category does Ateneo de Iloilo-SMCS perform well or need improvement?

METHODOLOGY

To answer the above questions, 76 of the 99 teachers of both grade school and high school departments of Ateneo de Iloilo-SMCS were given the following instruments to fill out: (a) School Culture Typology (Worksheet) Survey and (b) School Culture a Survey using the standardized instrument of the Association for Supervision and Curriculum Development (ASDC) now called the professional Learning and Community for Educators.

The School Culture Typology (SCT) Worksheet (Appendix A) and the School Culture Survey (Appendix B) on School Leadership used here were developed in 2000, and revised in 2006, by Steve Gruenert and Jerry Valentine of the Middle Level Leadership Center in the University of Missouri, United States of America (USA). Through MLLE, the authors also gave permission for the use of their instrument for this purpose.

The SCT instrument is a worksheet that aims to approximate the cultural typology of the school. It is a matrix that is comprised of 12 factors of school leadership namely student achievement, collegial awareness, shared values, decision making, risk-taking, trust, openness, parent relations, leadership, communication, socialization, and organizational history. These are classified into six columns representing a typology that describes the culture of the school i.e. toxic, fragmented, balkanized, contrived collegiality, and collaboration. Every cell in the 12 x 6 matrix has a statement that describes the factor vis-à-vis its corresponding typology. Using the Point Allocation Method, each respondent is then tasked to distribute 10 points per factor as appropriate in proportion to how each statement in the matrix best describes the school i.e. if one statement is exactly accurate, the respondent will assign 10 to that box, assign 5 each to two equal descriptors, or maybe 5, 3, 2 as appropriate, etc. All the points placed by all respondents in every “cell” and

column are summed up as basis for the cultural typology of the school.

School Culture a Survey (SCS), on the other hand, is a 35-item instrument that provides insight about school leadership—the shared values or beliefs, the patterns of behavior, organizational dynamics, and the relationships in the school. Each factor measures a unique aspect of the school’s collaborative culture. The factor definitions— these are collaborative leadership,

teacher collaboration, professional development, collegial support, unity of purpose, learning partnership—are underlined; the additional sentences provide more detail about the concepts associated with each factor. Each item can be answered “strongly agree,” “agree,” “agree,” “neutral,” “disagree,” or “strongly agree.” The summary of responses are then analyzed using the scale shown in Table 1.

These instruments (Appendices A and B), to note, were

Table 1: Scale of Reponses for School Culture Survey

Scale	Description
4.21-5.00	Strongly Agree
3.41-4.20	Agree
2.61-3.40	Undecided
1.81-2.60	Disagree
1.00-1.80	Strongly Disagree

introduced by Dr. Arcadio in her Phoenix-sponsored seminars last 2015 and 2016. With her imprimatur, schools that attended in the said summit were encouraged to use these in their own schools for whatever purpose they may deem fit. Apparently, this study is an offshoot of such advice. Meanwhile, after brief technical explanation on how to use the instrument, the survey sheets were distributed early November, 2019. They were eventually collected, collated, and analyzed for presentation to the school faculty for collective dialogue, reflection, discernment, and resolution.

Note that the focus of the study is the responses of 76 Ateneo teachers (representing 76.77% of the population) from grade school and high school that aim to approximate the present “school culture” in the current educational management setting. Using the “fix mode” in the scientific calculator, their names were randomly selected and the number of respondents per department—following data privacy and ethical protocols of the school—was identified using stratified sampling method. The number of respondents and their departmental classification are shown in Table 2.

Table 2: Respondents of the Survey on School Culture and Leadership

Department	Population	Percent	Respondents	Percent
Grade School	43	43.43	34	44.74
High School	56	56.67	42	45.26
Total	99	100%	86	100%

Analysis of data was done using frequencies, ratios, percentages, and weighted means.

RESULTS AND ANALYSES

To answer the question: “What is the school culture typology of Ateneo de Iloilo-SMCS?” the SCT Survey of the Middle Level Leadership Center of Gruenert & Valentine (2006) showed that the school, through the eyes of its teachers, is fairly having a collaborative type of school culture (31.5% or 2873/9120 points). However, it also has a strong blend of comfortable (24.6% or 2239/9120 points) and contrived collegiality (23.3% or 2128/9120 points) type of school culture. It is worthy to note that the school does not significantly show a culture that is toxic, fragmented, or balkanized.

A school with collaborative culture, according to Gruenert & Valentine (2006), is that which teacher development is facilitated through interdependence and the majority agrees on educational values. Furthermore, there is a commitment among stakeholders to achieve the mission of the school under the environment of collaboration, trust, collective reflection, innovation, teamwork and continued self-development. Note that a collaborative,

learning culture is essential ingredient in overall school success. Successful schools generally have strong set of commonly held norms and values, a primary focus upon teaching that supports student learning, open dialogue, and collaboration among all members of the organization (Louis *et al.*, 1996).

Meanwhile, comfortable collaboration is a culture that is nearing collaborative culture but is somehow less tolerant to criticisms and critical questions but are more concerned on giving advice or tips and offering comfortable support for each other. In the contrived culture, the forms of collaboration are determined and structures are created by the school leadership. The teachers may become regulated and predictable, but such contrivance is necessary for the development of a true collaborative culture.

Toxic culture, on the other hand, is displayed when teachers focus on the negative aspects of the school’s operations and personnel, while a fragmented culture is shown where teachers are isolated from other teachers and are insulated from outside interference. A balkanized culture, on the other hand, is depicted where collaboration and sharing occur within like-minded groups, friends, or cabals only leading to poor communication, indifference, and groups (even the most effective teachers) going

separate directions.

As to Ateneo de Iloilo-SMCS, the survey revealed that a collaborative culture is found to be shown highly in the following areas: decision making, organizational history, socialization, communication, shared values, collegial awareness, openness, student achievement, risk-taking, and school leadership.

Meanwhile, the results as shown in detail in Appendix C suggested that the school still need to pay attention to areas that may need further improvements such as “trust” and “parent relations.” Although the school culture is shown to be dominantly collaborative, 30.9% (235/760 points), with elements of comfortable collaboration, 16.1% (122/760 points), and contrived collegiality, 18.0% (137/760 points) in the area of “trust,” it has confirmed a sign of culture that is toxic, 15.4% (117/760 points) and balkanized, 17.5% (133/760). In the area of “parent relations,” where it is dominantly classified under contrived collegiality of 253/760 (33.3%), there is a troubling combined 231/760 points (30.4%) under a culture classified as toxic, fragmented, and balkanized.

It was found further that the specific indicators of toxic or balkanized nature are when teachers start talking behind other teachers’ backs or when trust is only given or shown arbitrarily to people. Another red flag would be when teachers and parents consider each other as enemies rather than partners to the development of their child/ward. Meanwhile, the results shown on Table 3 underscored that Ateneo de Iloilo-SMCS has prevalingly high expectation among teachers to participate in decisions concerning students with 326/760 or 42.3% rating under collaborative culture and a combined 38.6% or 293/760 rating under contrived collegiality and comfortable collaboration cultures. It also showed that there is a collective understanding among teachers that the school improvement is a continuous issue and that they are committed to celebrating the school’s historical milestones and identity as noted by its 310/760 or 40.8% rating placed in the collaborative culture category alone and 360/760 or 47.4% more shared by categories of culture under contrived collegiality and comfortable collaboration.

Table 3: Statistical Results of School Culture Typology Survey

	Toxic	Fragmented	Balkanized	Contrived Collegiality	Comfortable Collaboration	Collaorative
Student Achievement	41	27	93	204	211	184
Collegial Awareness	30	32	114	169	178	237
Shared Values	29	31	86	146	228	240
Decision Making	27	24	89	149	145	326
Risk-Taking	51	27	81	197	137	267
Trust	117	16	133	137	122	235
Openness	31	18	42	233	183	253
Parent Relations	71	75	85	253	160	116
Leadership	25	36	85	248	235	131
Communication	35	19	83	133	205	285
Socialization	45	28	64	131	203	289
Organization History	35	21	34	128	232	310
Total	537	354	989	2128	2239	2873

Meanwhile, as shown in Table 3 and Appendix C, it also appeared that most teachers assume responsibility in helping new teachers adjust in school while the latter are encouraged to share their experiences with other faculty members. Almost always, any teacher can talk to any teacher about their teaching practice with less or no hesitation at all as warm conversations among stakeholders permeates in school.

It was also found out that teachers are dominantly open to and looking for new ideas, perhaps some occasionally like to experiment with new ideas, and are prevalingly interested in the opinions of their colleagues concerning instruction. This shows a satisfactory culture of trust where teacher development is facilitated through interdependence and the majority agree on Ateneo’s educational values apparently inspired by the Ignatian Pedagogical Paradigm (IPP). There is also a commitment to change and improvement among teachers. Although not exactly perfect, help, support, trust, openness, collective reflection, and collective efficacy are found to be at the heart of and are well-defined in the Ateneo de

Iloilo culture.

Furthermore, it was shown that teachers are aggressively curious about teaching and learning. If need arises, they also spend time observing each other (peer observation) or doing Professional Learning Community (PLC) conversations as a means of critically analyzing teaching methods.

But the school is not exclusively the collaborative type one. As graphically shown in Figure 1, the school has somehow showed some blend of comfortable collaboration and contrived collegiality type of school culture. The dominating features suggest that teachers are given time to discuss student achievement but most of this time is spent on giving advice and tips. Most, but not all, teachers are comfortable when parents want to be involved with instructional practices; some also aggressively see the involvement of parents in classroom instruction. Likewise, school leaders encourage teachers to give each other advice without being too critical and school leaders monitor the meetings that are designed for teacher collaboration.

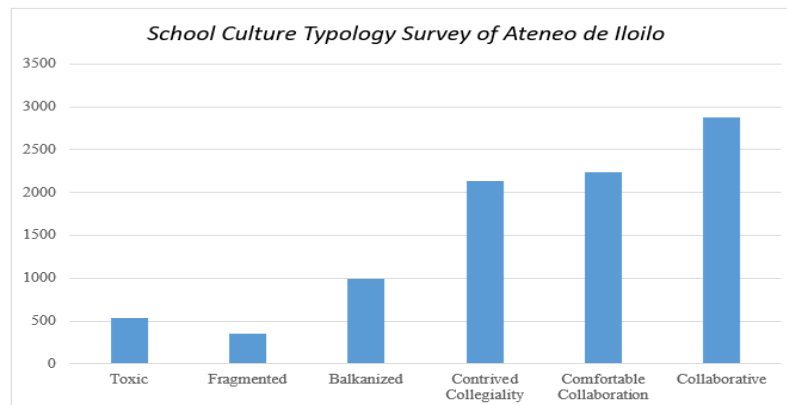


Figure 1: Overall Result of School Culture Typology Survey of Ateneo De Iloilo-SMCS Teachers. See Individual Results of the 12 Educational Factors In Appendix C.

It is worthy to note, however, that the SCT results showed that the school needs to work more on the issue of trust as some teacher-respondents still gave weight to it under the Toxic (117) and Balkanized (133) types of school cultures. This item has to do with teachers talking behind each other and teachers who only trust certain teachers. The same is true in the factor on collegial awareness where the weight for balkanized (114) culture can cause a red flag. This area concerns on teachers being aware only of what their friends in the school are teaching.

Although in the factor of parent relations, there seems to be a spike in the points earned under contrived collegiality (253) as opposed to the low turnout in the collaborative (116) part, the disparity is quite reasonable since going into collaborative level may mean involvement of parents in classroom instruction which is a tall order to achieve as of the moment. Instead, the dominant culture is that the school leaders simply require teachers to be in contact with parents regularly through Parent-Teacher Conferences (PTC) or in other forms of communication such as direct phone call, short message service (SMS), email or social media network.

Meanwhile, decision making and organizational history are two of the items in the survey that really showed overwhelmingly positive results in the contrived collegiality (149-decision making/128-organizational history), comfortable collaboration (145/232), and collaboration (326/310) culture columns with the least points given to toxic (27/35), fragmented (24/21), and balkanized (89/34) culture columns. This means that the teachers recognize that decisions in school follow a certain judicious protocol which they participate into, and that they not just care but also own the decision for they know that they are part of the process. Also, the results showed that it is not the culture of the Ateneo that its teachers are quick to share negative stories about school, instead teachers see themselves as ambassadors of the institution.

To answer the question: “What school leadership category does Ateneo de Iloilo-SMCS perform well or need improvement?”

Results from the School Culture Survey (SCS) revealed

that the respondents strongly agree in the level of professional development in Ateneo. This means that teachers highly value the continuous personal development and school-wide improvement in school as they seek ideas from seminars, colleagues, organizations, and other professional sources to maintain current knowledge, particularly current knowledge about instructional practices.

The survey also showed that the teachers strongly agree that there is this high sense of unity of purpose in school. Ateneo teachers believe that there seem to be a collective effort to work toward a common mission for the school as they understand, support, and perform in accordance with that mission. Here they also affirm that the school mission statement reflects the values of the community. As shown in Table 4 and graphically explained by Appendix D, the results also note that the teachers agree in the optimistic level of collegial support, learning partnership, teacher collaboration, and collaborative leadership is shared by the school's stakeholders.

However, although all teachers agree on the items in the survey, the degree of agreement in some areas under the categories of collaborative development, teacher collaboration, learning partnership and collegial support are found to be areas for improvement. It was revealed (see Appendix E) that there is still a need for teachers to be more informed on current issues in school (weighted mean=3.954), to take extra time to observe each other teaching (3.755), to be more aware of what other teachers are teaching (3.690), to trust each other (3.684) better, to be more open in discussing disagreements over instructional practices (3.677), and to spend added considerable time planning together (3.944) as a form of teacher collaboration.

The survey results also highlighted that the parents and teachers should enhance their communication line to work together (3.953) and to have common expectations for student performance (3.887). While this happens, the results suggested that the parents must trust more the teachers' professional judgments (3.880) and apparently let the Ateneo way of education take its course in the spirit of a stronger learning partnership. On the other

Table 4: Overall Result of School Culture Survey (SCS)

Culture Category	Total Weighted Mean	Description
Professional Development	4.229	Strongly Agree
Collaborative Leadership	3.982	Agree
Teacher Collaboration	3.991	Agree
Collegial Support	4.173	Agree
Unity of Purpose	4.310	Strongly Agree
Learning Partnership	3.988	Agree

hand, the significant message of the survey among school leaders was that they must trust the professional judgments of their teachers more (3.937), and invest further in giving forms of affirmation or reward to teachers who perform well (3.837) and to those who do innovations e.g. experimenting with new ideas, techniques, or any forms of instructional advances (3.525) in school.

Meanwhile, the survey also showed that the respondents have high agreement in items that cover categories on collaborative development, collegial support, professional development, teacher collaboration, and unity of purpose. The results revealed that in Ateneo de Iloilo-SMCS, teachers dominantly work cooperatively (4.216), understand the mission of the school (4.242), values professional development (4.343) and school improvement (4.461), are encouraged to share ideas (4.370), have opportunities for dialogue and planning across grades and subjects (4.403), support the mission of the school (4.462), and are very much willing to help out whenever there is a problem (4.492). The school vision also provides a clear sense of direction for teachers (4.314) and reflects the values of the community (4.340).

CONCLUSION AND RECOMMENDATION

The result of the study necessitates a programmatic initiative that will cascade down to the teachers all the things to improve in the workplace. Perhaps, such can start with the presentation of the results this January, 2017 to the respective stakeholders for collective reflection and resolution. A more comprehensive form of sharing may be done during in-service training in May, 2016, this time revealing in detail the elements and items where the school fare well and must improve on.

Meanwhile, the areas of concern such as trust (teacher-teacher and teacher-administrator dynamics), parent-teacher collaboration, and reward system for teachers (re: innovations and good performance) may already be shared to the specific individuals, subject areas coordinators, human resource officers, administrators, and heads of formation programs so they can be unpacked and studied upon in a more contextual manner. The same may be shared and done on areas that affirm positive school culture especially on matters pertaining areas under shared values, communication, decision making, and strong sense of organizational history, among others. From this sharing may arise some resolutions that will improve the school leadership, relational, and instructional dynamics. Further analysis on the data gathered may be done focusing more on the “culture” of the different

departments and subject areas in school. This may lead to clinically identifying “lights,” “shadows,” “red,” and “checkered” flags for immediate feedback, resolution, and action.

A survey of the same nature may be conducted for the staff, administrators, and heads of offices, for triangulation. There may surface either a consistency or variation of perception to school culture vis-à-vis that of the faculty. Either way, such may be germane to the administrative dynamics of the school.

Aside from the administrators and staff, this whole nature of investigation—perhaps using another contextualized instrument—may be extended to the other stakeholders i.e. alumni, parents, and benefactors if deemed necessary, especially if the inquiry will transcend from the realm of “school culture” to the question of “school spirit” which is another interesting universe in itself.

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Appendix A: School Culture Typology Worksheet

SCHOOL CULTURE TYPOLOGY WORKSHEET School: _____ Date: _____

Read the description for each row. Complete a row at a time by assigning 10 points for each row. Distribute 10 points as appropriate in proportion to how each statement best describes your school i.e. if one statement is exactly accurate, assign 10 to that box; assign 5 each to two equal descriptors or maybe a 5, 3, 2 as appropriate, etc.. Distribute exactly 10 points per row.

Steve Gronset & Jerry Valentine, MLLC 2000. Revised 2006

ROW 1 STUDENT ACHIEVEMENT	many teachers believe that if students fail it is the students' fault	teachers usually do not discuss issues related to student achievement	most teacher discussions related to student achievement are restricted to within departments, cliques, or close friends	teachers are given time to discuss student achievement but most of this time is spent on giving advice and trick-trading	teachers are given time to discuss student achievement and this time is spent critically analyzing each others' practice
ROW 2 COLLEAGIAL AWARENESS	many teachers do not care about the effectiveness of other teachers	most of the teachers are unaware of what other teachers are teaching	most teachers are aware of only what their friends in the school are teaching	teachers occasionally observe and discuss what other teachers are teaching	teachers seek out opportunities to observe and discuss what other teachers are teaching
ROW 3 SHARED VALUES	values shared by many teachers are contradictory with student needs	there is not much agreement among teachers concerning ed. values	there are small groups of teachers that share educational values	there is general agreement among teachers concerning educational values	there is strong agreement among teachers concerning educational values
ROW 4 DECISION MAKING	decisions are easily made because many teachers do not care	teachers are usually not interested in participating in decisions that concern students	there are small groups of teachers that attempt to control the decisions made concerning students	teachers occasionally show an interest in the decisions made concerning students	there is an expectation among teachers to participate in decisions concerning students
ROW 5 RISK-TAKING	many teachers protect their teaching style from "innovation"	most teachers typically do not experiment with new ideas	innovations are usually initiated within a single grade or department	teachers occasionally like to experiment with new ideas	teachers are constantly looking for new ideas
ROW 6 TRUST	teachers talk behind other teachers' backs	trust among teachers is not considered necessary	there are teachers who only trust certain teachers	trust is assumed and therefore not a critical issue	there is a strong interdependence among teachers at this school
ROW 7 OPENNESS	teachers who are committed to students and to learning are subject to criticism	teachers usually are not interested in suggestions concerning instruction made by other teachers	teachers usually keep their opinions and advice concerning instruction among their friends	teachers are occasionally open to giving or receiving advice concerning instruction	teachers are very interested in the opinions of their colleagues concerning instruction
ROW 8 PARENT RELATIONS	many teachers avoid parents whenever possible	teachers would rather not have parents' input regarding instructional practice	there are cliques of teachers that parents perceive as the better teachers	most teachers are comfortable when parents want to be involved with instructional practices	teachers aggressively seek the involvement of parents in classroom instruction
ROW 9 LEADERSHIP	school leaders are seen as obstacles to growth and development	school leaders are not visible in the school very much	school leaders frequently visit and/or praise the same teachers	school leaders encourage teachers to give each other advice without being too critical	school leaders challenge ineffective teaching and encourage teachers to do the same
ROW 10 COMMUNICATION	school policies seem to inhibit teachers' abilities to discuss student achievement	communication among teachers is not considered important at this school	it is difficult to have productive dialogue with certain groups of teachers	warm and fuzzy conversations permeate our school	any teacher can talk to any teacher about their teaching practice
ROW 11 SOCIALIZATION	new teachers are informally indoctrinated by negative staff members quickly	teachers at this school quickly learn that it is "every man for himself"	new teachers are (informally labeled, then) typecast into certain teacher cliques	new teachers are encouraged to share their experiences with other faculty members	all teachers assume some responsibility in helping new teachers adjust
ROW 12 ORGANIZATION HISTORY	teachers are quick to share negative stories about this school	"teachers asking for help" has traditionally been considered as a professional weakness	some grades, departments, or teams consider their successes as separate from the whole school	this school is known for celebrating everything	at this school there is an understanding that school improvement is a continuous issue
TOTAL	Column A: _____	Column B: _____	Column C: _____	Column D: _____	Column E: _____ Column F: _____

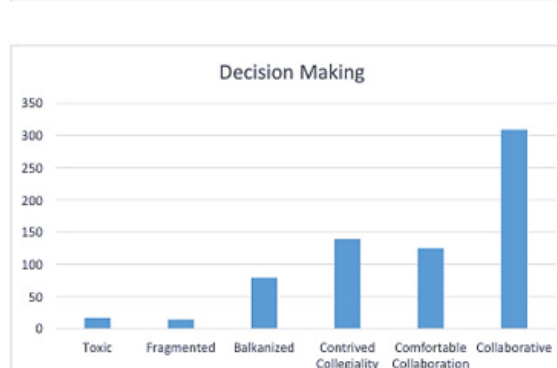
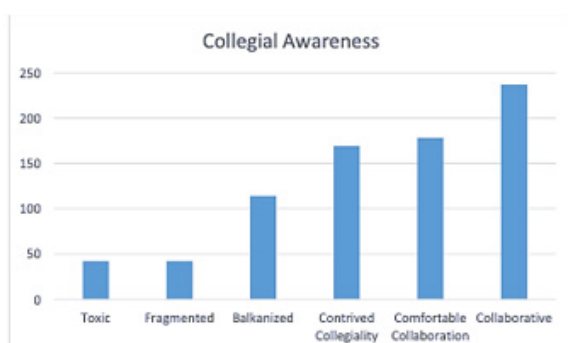
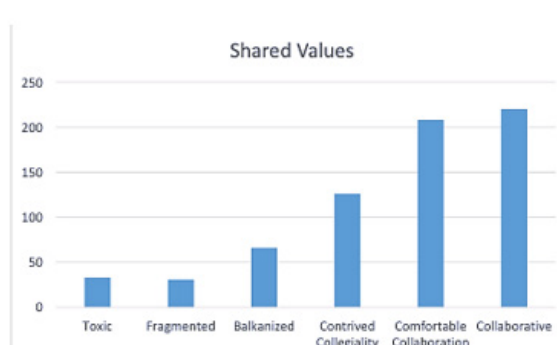
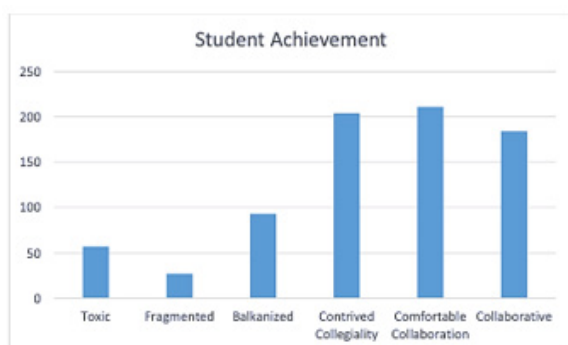
Appendix B: School Culture Survey (SCS)

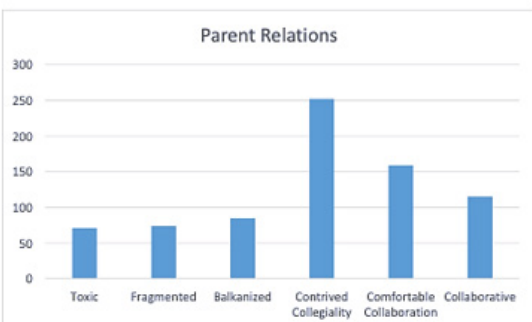
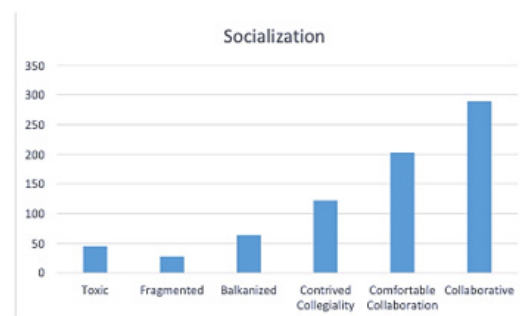
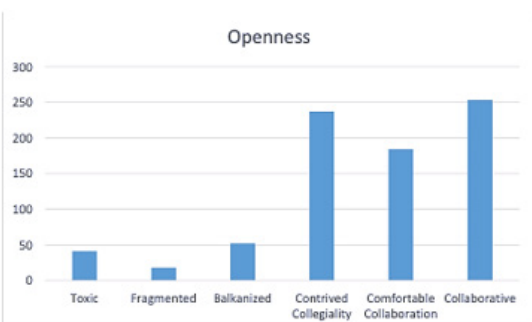
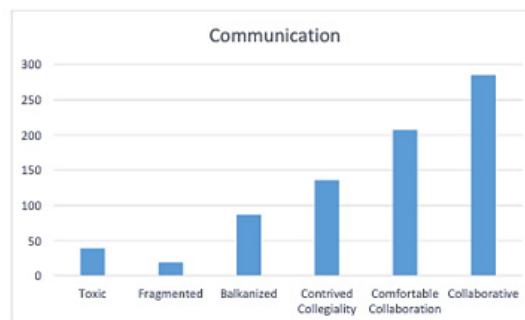
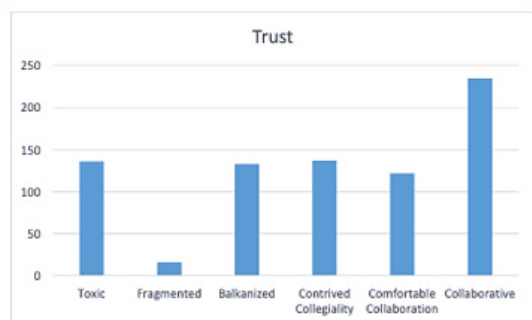
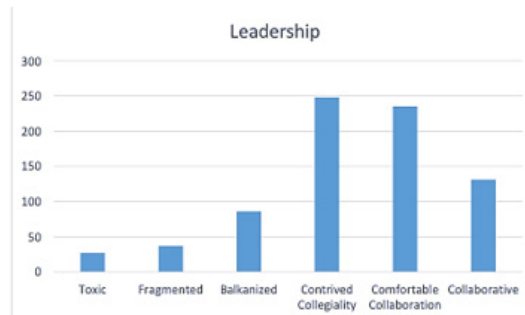
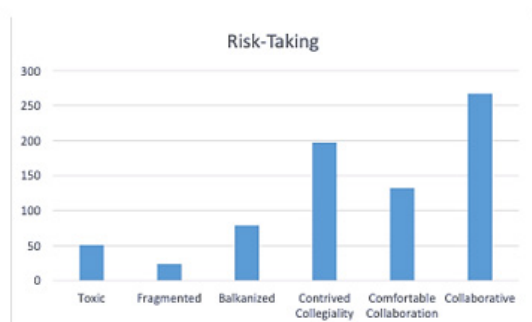
Appendix B: School Culture Survey (SCS)

Directions: Please indicate the degree to which each statement describes conditions in your school using the following scale: 1 (Strongly Disagree), 2 (Disagree), 3 (Undecided), 4 (Agree), 5 (Strongly Agree).

	1	2	3	4	5
1. Teachers utilize professional networks to obtain information and resources for classroom instruction.					
2. Leaders value teachers' ideas.					
3. Teachers have opportunities for dialogue and planning across grades and subjects.					
4. Teachers trust each other.					
5. Teachers support the mission of the school.					
6. Teachers and parents have common expectations for student performance.					
7. Leaders in the school trust the professional judgment of teachers.					
8. Teachers spend considerable time planning together.					
9. Teachers regularly seek ideas from seminars, colleagues, and conferences.					
10. Teachers are willing to help out whenever there is a problem.					
11. Leaders take time to praise teachers who perform well.					
12. The school mission provides a clear sense of direction for teachers.					
13. Parents trust teachers' professional judgments.					
14. Teachers are involved in the decision-making process.					
15. Teachers take time to observe each other teaching.					
16. Professional development is valued by the faculty.					
17. Teachers' ideas are valued by other teachers.					
18. Leaders in the school facilitate teachers working together.					
19. Teachers understand the mission of the school.					
20. Teachers are kept informed on current issues in the school.					
21. Teachers and parents communicate frequently about student performance.					
22. Teacher involvement in policy or decision making is taken seriously.					
23. Teachers are generally aware of what other teachers are teaching.					
24. Teachers maintain a current knowledge base about the learning process.					
25. Teachers work cooperatively in groups.					
26. Teachers are rewarded for experimenting with new ideas and techniques.					
27. The school mission statement reflects the values of the community.					
28. Leaders support risk taking and innovation in learning.					
29. Teachers work together to develop and evaluate programs and projects.					
30. The faculty values school improvement					
31. Teaching performance reflects the mission of the school.					
32. Administrators protect instruction and planning time.					
33. Disagreements over instructional practice are voiced openly and discussed.					
34. Teachers are encouraged to share ideas.					
35. Students generally accept responsibility for their schooling, for example by being mentally engaged in class and completing homework assignments					

Appendix C: School Culture Survey (SCS) Table Form





Appendix E. Weighted Mean of Each Item in the School Culture Survey (SCS) Arranged from Highest to Lowest

Item	Culture Category	Mean
Item 10	COLLEGIAL SUPPORT	4.492
Item 5	UNITY OF PURPOSE	4.462
Item 30	PROFESSIONAL DEVELOPMENT	4.461
Item 3	TEACHER COLLABORATION	4.403
Item 34	COLLABORATIVE DEVELOPMENT	4.370
Item 16	PROFESSIONAL DEVELOPMENT	4.343
Item 27	UNITY OF PURPOSE	4.340
Item 12	UNITY OF PURPOSE	4.314
Item 19	UNITY OF PURPOSE	4.242
Item 25	COLLEGIAL SUPPORT	4.216
Item 29	TEACHER COLLABORATION	4.195
Item 1	PROFESSIONAL DEVELOPMENT	4.193
Item 2	COLLABORATIVE DEVELOPMENT	4.167
Item 9	PROFESSIONAL DEVELOPMENT	4.127
Item 31	UNITY OF PURPOSE	4.108
Item 28	COLLABORATIVE DEVELOPMENT	4.105
Item 18	COLLABORATIVE DEVELOPMENT	4.092
Item 14	COLLABORATIVE DEVELOPMENT	4.080
Item 22	COLLABORATIVE DEVELOPMENT	4.071
Item 32	COLLABORATIVE DEVELOPMENT	4.064
Item 17	COLLEGIAL SUPPORT	4.057
Item 24	PROFESSIONAL DEVELOPMENT	4.050
Item 35	LEARNING PARTNERSHIP	4.050
Item 20	COLLABORATIVE DEVELOPMENT	3.953
Item 21	LEARNING PARTNERSHIP	3.953
Item 8	TEACHER COLLABORATION	3.944
Item 7	COLLABORATIVE DEVELOPMENT	3.937
Item 6	LEARNING PARTNERSHIP	3.887
Item 13	LEARNING PARTNERSHIP	3.880
Item 11	COLLABORATIVE DEVELOPMENT	3.873
Item 15	TEACHER COLLABORATION	3.755
Item 23	TEACHER COLLABORATION	3.690
Item 4	COLLEGIAL SUPPORT	3.684
Item 33	TEACHER COLLABORATION	3.677
Item 26	COLLABORATIVE DEVELOPMENT	3.525

Appendix E. Weighted Mean of Each Item in the School Culture Survey (SCS) Arranged Per Item

Item	Culture Category	Mean
Item 1	PROFESSIONAL DEVELOPMENT	4.127
Item 2	COLLABORATIVE DEVELOPMENT	3.937
Item 3	TEACHER COLLABORATION	3.944
Item 4	COLLEGIAL SUPPORT	4.492
Item 5	UNITY OF PURPOSE	4.314
Item 6	LEARNING PARTNERSHIP	3.880
Item 7	COLLABORATIVE DEVELOPMENT	3.873
Item 8	TEACHER COLLABORATION	3.755
Item 9	PROFESSIONAL DEVELOPMENT	4.343
Item 10	COLLEGIAL SUPPORT	4.057
Item 11	COLLABORATIVE DEVELOPMENT	4.080
Item 12	UNITY OF PURPOSE	4.242
Item 13	LEARNING PARTNERSHIP	3.953
Item 14	COLLABORATIVE DEVELOPMENT	4.092
Item 15	TEACHER COLLABORATION	3.690
Item 16	PROFESSIONAL DEVELOPMENT	4.050
Item 17	COLLEGIAL SUPPORT	4.216
Item 18	COLLABORATIVE DEVELOPMENT	3.953
Item 19	UNITY OF PURPOSE	4.340
Item 20	COLLABORATIVE DEVELOPMENT	4.071
Item 21	LEARNING PARTNERSHIP	4.050
Item 22	COLLABORATIVE DEVELOPMENT	3.525
Item 23	TEACHER COLLABORATION	4.195
Item 24	PROFESSIONAL DEVELOPMENT	4.461
Item 25	COLLEGIAL SUPPORT	4.112
Item 26	COLLABORATIVE DEVELOPMENT	4.105
Item 27	UNITY OF PURPOSE	4.108
Item 28	COLLABORATIVE DEVELOPMENT	4.064
Item 29	TEACHER COLLABORATION	3.677
Item 30	PROFESSIONAL DEVELOPMENT	4.235
Item 31	UNITY OF PURPOSE	4.293
Item 32	COLLABORATIVE DEVELOPMENT	4.370
Item 33	TEACHER COLLABORATION	3.944
Item 34	COLLABORATIVE DEVELOPMENT	4.022
Item 35	LEARNING PARTNERSHIP	4.050